DOCUMENT RESUME

ED 191 871 TM 800 488

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TITLE Evaluation of the Primary Skills Program 1978-1979. Report Number 8027.
INSTITUTION Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE Mar 80
NOTE 32p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement: Comparative Testing: Elementary School Mathematics: *Parent Participation: *Primary Education: *Program Evaluation: Reading Achievement: *Staff Development: *Urban Schools
IDENTIFIERS Pennsylvania (Philadelphia): *Primary Skills Program

ABSTRACT

The Primary Skills Program for Kindergarten through Grade 2 was evaluated in terms of its educational, parent involvement, and staff development components. Cross-sectional achievement data were analyzed to provide a picture of the primary skills performance in reading and mathematics as compared to performance of the total city, each district, major district group, and each of two instructional models. Results indicated that both models outperformed their respective district groupings in all grades in mathematics, but not in reading. Staff development data showed that the majority of teachers and aids had attended at least one to five workshops and had received on-site demonstrations and consultations. All teachers and aides were satisfied with services provided by resource personnel. The creative arts and learning disabilities were selected by both as priority areas for future staff development. Classroom observation data revealed an average adult to child ratio of 1:10 in model 1 and 1:12 in model 2. A greater emphasis on small group instruction by model 1 teachers was also shown. Parent involvement data indicated increased voluntary parent participation and a tendency for primary skills parents to join the Home and School Association (Author/GK)

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EVALUATION OF THE PRIMARY SKILLS PROGRAM 1978-1979

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ABSTRACT

The K-2 Primary Skills Program was evaluated in terms of its educational, parent involvement, and staff development components. Cross-sectional achievement data were analyzed to provide a picture of the Primary Skills performance in reading and math as compared to performance of the Total City (Districts 1-8), each district, major district group[1], and each option. Results indicated that both Option 1 and Option 4 outperformed their respective district groupings K-2 in Mathematics, but not in Reading.

Staff development data showed that the majority of teachers and aides had attended at least one to five workshops, and had received on-site demonstrations. On-site consultations were also provided frequently. All teachers and aides were satisfied with services provided by resource personnel and felt that most staff development provided had helped them do a better job in the classroom. The creative arts and learning disabilities were selected by both, as priority areas for future staff development.

Classroom observation data revealed an average adult to child ratio of 1:10 in the Option 1 classroom, and 1:12 in the Option 4 classroom. It also showed a greater emphasis on small group instruction by Option 1 teachers, than by Option 4 teachers. Most Option specific activities were appropriately emphasized by both Options.

Parent involvement data indicated that Primary Skills parents tended to join the Home and School Association. The total number of volunteer hours reported was 27,962, which represented approximately ten hours per family. This substantiates that more hours were contributed in 1978-79, than in 1977-78, and indicates an increased amount of parent participation.

[1]A combination of all districts in which the option was located

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EVALUATION OF THE PRIMARY SKILLS PROGRAM
1978-1979

I. INTRODUCTION

A. Program Description

The Primary Skills Program is funded under the general operating budget and involves 17 schools in Districts 1-8. Originally designed as a K-3 program, funding cutbacks in 1977-78 made it necessary to convert it to a K-2 program. The program was introduced in late Spring 1974-75, as a direct spin-off from the original, national Follow Through Program. The two most successful models from the parent program, Behavior Analysis and Bank Street, provide the basic direction for the instructional component, and have been modified to form two model options: Option 1, a local adaptation of the Behavior Analysis Model, and Option 4, a local adaptation of the Bank Street Model. A parent scholarship program is an integral part of the instructional component where parents receive a training stipend for classroom participation.

B. Evaluation Techniques

Through the use of instruments developed by the Follow Through Evaluation Unit, information was collected in the areas of classroom practices, staff development and parent involvement. The Classroom Observation Routine (COR), the Staff Development Questionnaire and the Parent Involvement Questionnaire were utilized to gather the required data. Analysis was essentially of a descriptive nature, focusing on percentage distributions within appropriate content categories. City-wide test data were also utilized for the analyses of pupil achievement.

C. Previous Year's Findings

Cross-sectional achievement data for 1977-78 indicated that the Total Primary Skills Program outperformed at least 4 of 8 districts in K and Grade 1 Reading, Grade 1 Math and every district (but 8) as well as Total City, in Grade 2 Reading and Math. Option 1 performed exceptionally well in Grades 1 and 2, and Option 4, in K and Grade 2 (MATH), when compared with their respective districts.

Priority areas for future staff development included "individualizing instruction," "the creative arts," "improving the basic skills," "community resources," and "growth and development issues." The majority of teachers were satisfied with all services provided by resource personnel and felt that most staff development areas resulted in increased classroom effectiveness.

Classroom observations revealed an average adult to child ratio of 1:10 and a greater emphasis on small group instruction in Option 1 (BA), than in Option 4 (BS). Observation data suggested that aides and parent scholars were more effectively utilized in Option 1, than in Option 4.

A total of 21,667 parent volunteer hours were reported for the year. An average of 6.87 volunteer hours per family were reported donated to the program by parents of students in the program. It would appear that increased attention to the utilization of aides and parent scholars as an emphasized area of staff development would further the goal of individualized instruction in Option 4, and that provision for program - specific parent groups would further enhance the parent involvement component.

II. EVALUATION DATA 1978-1979

A. Goals/Specific Objectives Addressed

The principal goal of the Primary Skills Program is to provide a local adaptation of the individualized, multi-adult, varied instructional approach setting that characterized the original Follow Through Program.

B. Educational Component

a. Observed Activities

Classroom observations utilizing the Classroom Observation Routine (COR) developed by the Early Childhood Evaluation Unit, were conducted in every program classroom, with the exception of those which were staffed by teachers new to the program in 1978-79. Although the COR form was essentially the same as previously used, a shorter revised form was introduced this year with greater emphasis placed on model option-specific features.

Observational data concluded that the average adult to child ratio was 1:12 in the Option 4 classroom, and 1:10 in the Option 1. Although regularly observed in classrooms this year, aides and parent scholars had to be shared between classrooms due to funding conditions.

a.1 Is small group instruction evident in program classrooms?

STAFF LOCATION information consistently showed teachers working with small groups of children, particularly in the Option 1 classrooms. Aides and parent scholars (when available) also primarily worked with

small groups. Over 70% of their time was spent in actual instruction of children.

During the observations, READING or the LANGUAGE ARTS tended to be the predominant subject matter areas being taught in Option 1 classrooms. In Option 4, READING, the LANGUAGE ARTS, and MATH, were the predominant subject matter areas noted during the observations. Since an examination of achievement data indicates that MATH performance tended to exceed READING performance in both options, it appears that the lack of math instruction in Option 1 was probably due to the time of day for the observation.

a.2 Are there observable differences that distinguish one option from the other?

There do appear to be some differences between Options this year, although they were primarily ones of degree, rather than kind. In all cases, option-specific items were observed more frequently in the options for which they were designed. Differences which were noted from the observations, thus, were usually consistent with the philosophy of the Option.

MODEL-SPECIFIC ITEMS relating to materials and organization of the classroom reveal that LIBRARY CENTERS were observed in 35% of the Option 1 classrooms, but in only 6% of the Option 4 classrooms. ACTIVITY CENTERS, however, were observed in over half of the Option 4 classrooms (52%), but only 39% of the Option 1 classrooms. CHILD-MADE ART WORK was observed frequently (an average of 60% of the time) in the classrooms of both Options. ATTENDANCE BOARDS, CHOICE BOARDS,

JOB CHARTS, ENVIRONMENTAL PROJECTS AND DIARIES, items specific to Option 4 were more frequently observed in that Option than in Option 1, although not much more so. TOKEN MENUS, and PROGRAMMED WORKBOOKS, items specific to Option 1, were observed more frequently in the Option 1 classroom. GAMES and ethnic MATERIALS, were noted in over two-thirds of the observations of both Options.

As regards TEACHER-VERBAL INTERACTION patterns, there appeared to be little difference between Options in ORGANIZATIONAL and QUESTIONING moves. More REWARDING moves were observed in Option 1, as would be expected in an approach derived from the Behavior Analysis Model. Contrary to expectations, there was little to distinguish the Options in terms of APPROVING or SPECIFIC PRAISING moves, which would have been expected to be predominant in Option 1.

CHILDREN READING occurred in 48% of the Option 1 classroom observations, and 42% of the Option 4 classroom observations. RESPONDING TO IF, HOW, WHY and CONDITIONAL QUESTIONS occurred in 55% of the Option 1 classroom observations, but only 23% of the Option 4 classroom observations contrary to expectations, since Option 4 is a derivative of the Bank Street model and would be expected to place more emphasis here. CHILDREN WRITING AN ORIGINAL PIECE occurred in only 6% of the observations of both Option classrooms. CLASSIFYING AND OBSERVING EVENTS OR OBJECTS did not occur in any Option 1 classroom observations, but were observed in the Option 4 classroom.

b. Cross-sectional Achievement Data

Cross-sectional achievement data collected through the city-wide testing program developed through an analysis of Reading and Math performance as follows: The total Primary Skills Program performance was compared with the performance of each district within districts 1-8, and with the performance of Total City (TC), and the performance of Options of the program (Options 1 and 4), and with the performance of the respective districts in which they were located. Option 1 operates in districts 1, 3, 4 and 7. Option 4 operates in districts 1, 2, 5, 6, 7 and 8.

Performance information consists of (a) percentages of children scoring below the national 16th percentile (<16), and (b) percentages of children scoring at or above the national 50th percentile (>50). The data were derived from SESAT and CAT scores for Kindergarten through Second Grade (See Appendices). In the following discussion, reference will be made to Effectiveness Scores (ES). These are summary indicators which allow combined below 16th (<16th) and 50th (>50th) performance, to be applied across grades and subject matter areas. Effectiveness Scores (ES) are defined as percentages in decimal form, which reflect the ratio of actual to total possible occurrences of higher performance when comparing Primary Skills (PS) and Total City (TC) groupings.

A minimum of 4 percentage points difference was required for Primary Skills groupings to be considered different from the Total City. For each Primary Skills grouping in comparison with each Total City grouping,

three different ESs were provided. Those ESs were: (1) across Kindergarten through Grade 2 in Reading; (2) across Kindergarten through Grade 2 in Math; and (3) across Kindergarten through Grade 2 in Reading and Math combined. Since the two Options are located in several districts, comparisons were also made with combined district performance, i.e., Option 1 was compared with Districts 1,3,4 and 7 combined. Option 4 was compared with Districts 1, 2, 5, 6, 7 and 8 combined.

b.1 Did pupil achievement in the total Primary Skills Program compare favorably with Total City (Districts 1-8) pupil achievement?

Data indicate that the Primary Skills Program did not outperform the Total City, although the total program did exceed the performance of Districts 2 and 5 in Math (Ess of .88 and .67 respectively)[1].

TABLE 1

COMPARISON OF TOTAL PRIMARY SKILLS PROGRAM WITH EACH DISTRICT, AND THE TOTAL CITY ON EFFECTIVENESS SCORES (ES)

	READING (K-2)		MATH (K-2)	
	Ratio	ES	Ratio	ES
Total City	0/6	.00	1/6	.17
District 1	0/6	.00	3/6	.50
District 2	3/6	.50	5/6	.88
District 3	1/6	.17	2/6	.33
District 4	0/6	.00	2/6	.33
District 5	2/6	.33	4/6	.67
District 6	0/6	.00	1/6	.17
District 7	0/6	.00	0/6	.00
District 8	0/6	.00	0/6	.00

[1]See Table 1 above

b.2 Does each Option (1 and 4) compare favorably with its respective district and the Total City, in performance?

Table 2 shows that Options 1 and 4 compare favorably with their major district groups' performace in Math (K-2), but not in Reading. Neither option compared favorably with TC (1-8) in Reading, Math or Reading/Math combined. In fact TC (1-8) completely outperformed Option 4 in Reading, Math, and Reading/Math combined. Options 1 and 4 outperformed districts 2 and 5 in Math (K-2), with ESs of 1.00. They also exceeded districts 1,3,4 and 6 in Math, with ESs of .67.

b.3 How does Option 1's performance compare with that of Option 4?

Basically, the performance of Options 1 and 4 is comparable. Both options did "well" in Math in comparison with districts 2 and 5; and "good" when compared with their major district groups' performance in Math. Both, also did not fare as well in the Reading comparisons. Option 1 fared only slightly better (ES of .33) than Option 4 (ES of .00) when compared with TC performance in Reading and Math.

TABLE 2

OPTION	DISTRICT (NFT)	READING (K-2) RATIO	READING (K-2) ES	MATH (K-2) RATIO	MATH (K-2) ES	READING & MATH (K-2) RATIO	READING & MATH (K-2) ES
1	D1	2/6	.33	4/6	.67	6/12	.50
	2	3/6	.50	6/6	1.00	9/12	.75
	3	1/6	.17	4/6	.67	5/12	.42
	4	2/6	.33	4/6	.67	6/12	.50
	5	2/6	.33	6/6	1.00	8/12	.67
	6	3/6	.50	4/6	.67	7/12	.58
	7	2/6	.33	2/6	.33	4/12	.33
	8	0/6	.00	0/6	.00	0/12	.00
	D1,3,4,7	7/24	.29	14/24	.58	21/48	.44
	TC (1-8)	2/6	.33	2/6	.33	4/12	.33
2	D1	3/6	.50	4/6	.67	7/12	.58
	2	3/6	.50	6/6	1.00	9/12	.75
	3	1/6	.17	4/6	.67	5/12	.42
	4	2/6	.33	4/6	.67	6/12	.50
	5	2/6	.33	6/6	1.00	8/12	.67
	6	2/6	.33	4/6	.67	6/12	.50
	7	2/6	.33	2/6	.33	4/12	.33
	8	0/6	.00	0/6	.00	0/12	.00
	D1,2,5,6,7,8	12/36	.33	22/36	.61	34/72	.47
	TC (1-8)	0/6	.00	0/6	.00	0/12	.00

b.4 How does the 1977-78 performance of the Options compare with the 1978-79 performance?

Table 3 indicates that both options performed better in the 1977-78 school year, than in the 1978-79 school year on all three groupings[1].

TABLE 3

COMPARISON OF PRIMARY SKILLS OPTIONS 1 AND 4
IN 1977-78 AND 1978-79 ON EFFECTIVENESS SCORES (ES)

	READING	ES	MATH	ES	READING & MATH	ES
Option 1	0/6	.00	2/6	.33	2/12	.17
Option 4	0/6	.00	2/6	.33	2/12	.17

C. Parent Involvement

(1) What is the level of volunteer involvement in the program, in terms of volunteer hours and attendanee at program activities?

Although the Primary Skills Program does not have a specific parent group of its own, parents are encouraged to participate in the various schools' Home and School Association. Parent involvement data submitted this year indicated that Primary Skills parents tended to join the Home and School Association. Twelve of the 14 responding schools (86%) indicated the existence of a Home School Association.

The total number of families whose children attended the Primary Skills Program was 2790. Parent volunteer hours reported for the year totaled 27,962, which represented approximately ten hours per family.

[1]For more specific information, on last year's performance, see ORE Report #7947.

The majority of volunteer hours (38%) was spent in class participation. This was followed by a large percentage of hours (36%) being contributed to fund-raising work. There were approximately nine workshops per school, with the greatest number (81 of 133) being educational sessions. Attendance at the various workshops by families was low (less than one per family) (See Appendix C).

D. Staff Development

(1) On the average, how many of the different types of staff development sessions[1] did teachers and aides receive?

Over two-thirds of the teachers indicated having staff development. The majority reported receiving 1-5 of each type. A third of the teachers reported receiving over 30 informal communications. Eight of the nine responding aides reported receiving staff development. Four of the nine indicated that they were provided with 6-10 individual conferences and workshops this year. Six of the nine stated they had received 1-5 classroom demonstrations. Three or more aides reported having 1-5 group meetings, individual conferences, informal and written communications.

[1] Workshops, on-site demonstrations, group meetings, individual conferences, written and informal communications.

(2) How satisfied are teachers and aides with all services provided by supervisors?

In general, teachers and aides appeared to be satisfied with services provided by resource personnel. Ninety percent of the teachers and eight of the nine aides indicated that they were satisfied with the way resource personnel informed them of program information, decisions and procedures; on-site classroom training; and the suggestions given about the effective use of curriculum materials.

(3) What effect does staff development have on classroom practices?

Over 50% of the teachers reported that all areas of staff development provided had helped them do a better job in the classroom. Two exceptions were staff development on learning disabilities and suspected child abuse and neglect, which they indicated did little to help them in classroom practices. These same two areas were also identified as not applicable to a substantial number of the teachers.[1] The majority of the aides, also appeared to be satisfied with the staff development provided to them. Five of the aides, however, reported that staff development on community resources had done little to help them in the classroom.

(4) What were the instructional staff's practices for future staff development?

The teachers priorities for future staff development were: improving

1. Program personnel suggested that staff development on learning disabilities and child abuse may have been requested by teachers for future sessions, but they are not related to the kinds of staff development they should receive according to the program and their particular option.

the basic skills; learning disabilities; creative arts; growth and development issues; and individualizing instruction. The areas selected by the aides were: creative arts; small group instruction; learning disabilities; helping children take tests; and social behaviors.

III. Discussion of Findings/Attainment of Goals and Objectives

The K-2, Primary Skills Program was evaluated in terms of its educational, parent involvement, and staff development components. Cross-sectional achievement data were analyzed to provide a picture of the Primary Skills performance in reading and math as compared to performance of the Total City (D1-8), each District, major district group[1], and each option. Results indicated that the Total Primary Skills Program outperformed districts 2 and 5 in Math, in Kindergarten, Grades 1 and 2.

Staff development data showed that the majority of teachers and aides had attended at least one to five workshops, and had received on-site demonstrations. On-site consultations were also provided frequently. All teachers and aides were satisfied with services provided by resource personnel and felt that most staff development provided had helped them do a better job in the classroom. The creative arts and learning disabilities were selected by both as priority areas for future staff development.

Classroom observation data revealed an average adult to child ratio of 1:10 in the Option 1 classroom, and 1:12 in the Option 4 classroom. It also showed a greater emphasis on small group instruction by Option 1 teachers, than by Option 4 teachers.

[1]A combination of all districts in which the option was located.

Parent involvement data indicated that Primary Skills parents tended to join the Home and School Association. The total number of volunteer hours reported was 27,962 which represented approximately ten hours per family. This substantiates that more hours were contributed in 1978-79 than in 1977-78, and indicates an increased amount of parent participation in the program.

Overall, the program appeared to be functioning as intended, although achievement levels were not as high as the previous years. The two major teacher reorganizations appear to have had an effect on program continuity in this respect.

APPENDIX A

SUMMARY TABLE

CLASSROOM OBSERVATION ROUTINE (COR) DATA

PRIMARY SKILLS PROGRAM, 1978-79

PROGRAM MODELS	OPTION I		OPTION 4	
STAFF				
% of time present				
Teacher	100		100	
Aide	80		50	
Parent Scholar (PS)	64		45	
ASSISTANCE	**AIDE**	**PS**	**AIDE**	**PS**
% of class assisted when instructing	27	32	23	18
Average # of pupils instructed	6	8	6	4
% of time spent instructing when present in classroom	84	85	88	73
SUBJECT (Predominant)	Reading Language Arts		Language Arts Reading Math	
	N=31		N=48	
LOCATION (group type)				
TEACHER	Small	42%	Whole	48%
	Large	35%	Small	27%
	Whole	19%	Large	23%
	Individual	3%	Individual	2%
	N=25		N=24	
AIDE (when present)	Small	68%	Small	54%
	Large	8%	Individual	21%
	Whole	4%	Large	13%
	Individual	8%	Whole	4%
	Other	12%	Other	8%
	N=20		N=22	
PARENT SCHOLAR (when present)	Small	60%	Small	55%
	Large	20%	Individual	23%
	Individual	5%	Other	23%
	Other	15%		

SUMMARY TABLE

CLASSROOM OBSERVATION ROUTINE DATA

PRIMARY SKILLS PROGRAM

PROGRAM MODELS	OPTION I	OPTION 4
	PERCENTAGE OF OBSERVATIONS	
MATERIALS		
Library center	35	6
2+ Activity centers	39	52
Child-made charts, graphs	3	8
Child-made art work	61	58
SAPA Kits	0	4
Attendance board	6	10
Choice board	3	4
Job chart	13	25
Token Menu	39	2
Programmed workbooks	23	8
Games	100	69
Ethnic materials	6	8
Environmental projects	3	6
Diaries	3	10
	AVERAGE FREQUENCY PER OBSERVATION	
TEACHER ACTIVITY		
Read	1	3
Organized	31	30
Questioned	28	25
Gave information	7	10
Approved	8	7
Praised (specific)	2	1
Rewarded	9	.2
Commented on behavior	4	3
CHILDREN'S ACTIVITY		
Responded to teacher questions	38	29
	PERCENTAGE OF OBSERVATIONS	
Wrote an original piece	6	6
Read silently or aloud	48	42
Measured or compared	3	8
Observed events or objects	0	8
Classified	10	10
Applied numbers	10	6
Add, subtract, multiply, divide	16	15
Responded to IF, HOW, WHY, CONDITIONAL questions	55	23
Talked to other children (approved)	10	15

Appendix A

READING

PRIMARY SKILLS	K						1						2					
	1977-1978			1978-1979			1977-1978			1978-1979			1977-1978			1978-1979		
	N	<16	>50	N	<16	>50	N	<16	>50	N	<16	>50	N	<16	>50	N	<16	>50
OPTION 1	380	7	72	328	9	72	438	4	73	416	9	68	479	6	67	410	8	68
OPTION 4	764	2	82	678	6	74	829	11	55	771	14	50	826	8	60	766	9	54
TOTAL PRIMARY SKILLS	1144	3	78	1006	7	74	1267	9	61	1187	12	57	1305	7	62	1176	9	59
NON-FOLLOW THROUGH																		
DISTRICT 1	2417	5	75	2132	6	76	2725	9	59	2277	9	57	2761	10	59	2535	8	59
DISTRICT 2	1467	7	72	1167	5	75	1761	10	52	1587	11	50	1872	11	48	1643	13	49
DISTRICT 3	870	5	81	822	7	76	978	5	62	829	8	65	989	8	59	889	9	55
DISTRICT 4	1783	3	78	1546	5	75	2282	6	66	1934	9	60	2346	10	59	2217	10	61
DISTRICT 5	1271	6	73	1226	8	69	1519	12	50	1447	10	49	1690	13	45	1504	10	48
DISTRICT 6	2218	5	82	1903	5	80	2770	9	57	2318	9	58	2863	9	60	2630	9	62
DISTRICT 7	2582	3	82	2256	4	81	2085	8	56	1927	9	56	1994	8	58	1872	6	62
DISTRICT 8	3018	1	91	2680	1	91	1923	2	76	1729	2	76	1983	1	83	1789	3	79
TOTAL CITY (1-8)	15929	4	80	14107	4	79	16056	8	60	14038	9	59	16520	9	59	15128	8	60

Appendix A

MATHEMATICS

PRIMARY SKILLS	K						1						2					
	1977-1978			1978-1979			1977-1978			1978-1979			1977-1978			1978-1979		
	N	<16	>50	N	<16	>50	N	<16	>50	N	<16	>50	N	<16	>50	N	<16	>50
OPTION 1	384	13	62	336	10	71	437	4	76	423	6	72	478	5	69	409	7	70
OPTION 4	768	10	68	678	13	66	838	11	57	790	13	52	836	7	59	780	12	59
TOTAL PRIMARY SKILLS	1152	11	66	1014	12	68	1275	9	64	1213	11	59	1314	6	63	1189	10	63
NON-FOLLOW THROUGH																		
DISTRICT 1	2415	14	61	2142	13	64	2744	11	56	2313	11	53	2775	11	55	2556	9	54
DISTRICT 2	1472	16	59	1172	17	58	1778	10	55	1617	13	54	1892	13	49	1652	15	53
DISTRICT 3	875	11	69	823	14	63	988	6	65	829	8	67	987	7	61	885	8	57
DISTRICT 4	1772	10	66	1562	13	64	2295	8	64	1971	9	62	2351	10	58	2230	11	56
DISTRICT 5	1274	13	64	1244	18	56	1521	11	54	1442	11	53	1695	11	50	1516	12	50
DISTRICT 6	2218	9	72	1910	12	67	2798	10	59	2375	11	57	2863	10	57	2656	10	58
DISTRICT 7	2577	7	72	2279	10	71	2111	9	61	1859	9	58	2003	8	62	1865	7	62
DISTRICT 8	3022	5	84	2267	3	85	1948	3	77	1766	3	77	1985	2	79	1797	4	76
TOTAL CITY (1-8)	15933	10	70	14175	11	68	16196	9	61	14265	9	60	16573	9	59	15206	10	58

APPENDIX B

Appendix B

PRIMARY SKILLS

SUMMARY

PARENT INVOLVEMENT DATA

TOTAL NUMBER OF SITES	14
NUMBER OF SITES RESPONDING	DNA*
NUMBER OF SITES WITH PROGRAM SPECIFIC PARENT GROUPS	DNA*
NUMBER OF SITES WITH HOME/SCHOOL ASSOCIATIONS	12
NUMBER OF FAMILIES WHOSE CHILDREN ATTEND PROGRAM	2790

TYPE OF INVOLVEMENT	# OF FAMILIES VOLUNTEERING	# OF HOURS
ADMINISTRATIVE/CLERICAL WORK	44	2444
CLASS PARTICIPATION	179	10512
CLASS TRIPS	167	2840
WORK DONE AT HOME	205	789
FUND-RAISING WORK	232	9983
OTHER TYPE ACTIVITIES	5	1394

PARENT INVOLVEMENT WORKSHOP DATA

TYPE OF WORKSHOP	MAN-HOURS	NUMBER OF WORKSHOPS	ATTENDANCE AT WORKSHOPS	WORKSHOP HOURS
EDUCATION	2803	81	1166	204
POLICY PLANNING	15	5	13	7
SOCIAL SERVICES	22	5	14	7
HEALTH AND NUTRITION	59	3	17	10
CAREERS: JOB TRAINING	9	1	3	3
PERSONAL GROWTH AND DEVELOPMENT	367	19	154	41
OTHER	1824	19	328	150
TOTALS	5099	133	1695	422

* Data Not Available

APPENDIX C

TABLE I

PRIMARY SKILLS PROGRAM

AMOUNT OF DIFFERENT TYPES OF STAFF DEVELOPMENT RECEIVED BY TEACHERS (T) AND AIDES (A)

TYPE OF STAFF DEVELOPMENT	1-5 Times		6-10 Times		Over 10 Times		None	
	T	A	T	A	T	A	T	A
# OF WORKSHOPS ATTENDED	55	33	35	44	5	11	5	11
# OF CLASSROOM DEMONSTRATIONS RECEIVED	50	68	10	0	25	22	15	11

	1-15 Times		16-30 Times		Over 30 Times		None	
	T	A	T	A	T	A	T	A
# OF GROUP MEETINGS ATTENDED	45	44	20	22	15	22	15	0
# OF INDIVIDUAL CONFERENCES RECEIVED	40	33	30	11	30	44	0	11
# OF INFORMAL COMMUNICATIONS RECEIVED	45	44	20	11	35	22	0	0
# OF WRITTEN COMMUNICATIONS RECEIVED	45	33	10	11	15	22	25	11

TABLE 2

PRIMARY SKILLS PROGRAM

PERCENTAGE OF TEACHERS (T) AND AIDES (A) EXPRESSING SATISFACTION WITH SERVICES PROVIDED BY RESOURCE PERSONNEL

SERVICE	SATISFIED	
	T	A
CONDUCTS WORKSHOPS	85	77
CONDUCTS GROUP MEETINGS	70	77
INFORMS YOU OF PROGRAM INFORMATION, DECISIONS AND PROCEDURES	90	100
LOCATES AVAILABLE RESOURCE MATERIAL	85	77
ON-SITE CLASSROOM TRAINING	90	89
GIVES SUPPORT TO INDIVIDUAL CONCERNS	90	89
OFFERS SUPPORT IN WORKING WITH PARAPROFESSIONALS	80	89
OFFERS SUPPORT IN PARENT INVOLVEMENT	85	89
ARRANGES USE OF PROFESSIONAL DAYS	50	44
GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	85	77
GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	90	89
GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	85	77

TABLE 3

PRIMARY SKILLS PROGRAM

PERCENTAGE OF TEACHERS (T) AND AIDES (A) INDICATING THE EXTENT TO WHICH STAFF DEVELOPMENT RECEIVED HAD HELPED THEM DO A BETTER JOB IN THE CLASSROOM

AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE					
	LITTLE		MODERATE		GREAT	
	T	A	T	A	T	A
SOCIAL BEHAVIORS	10	22	55	56	10	0
PARENT INVOLVEMENT	20	22	55	56	10	0
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	25	22	45	56	20	0
CHILD GROWTH AND DEVELOPMENT ISSUES	20	22	30	56	30	0
COMMUNITY RESOURCES	30	56	25	22	20	0
CURRICULUM DEVELOPMENT	20	0	30	56	35	22
CLASSROOM MANAGEMENT	15	0	40	56	30	22
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	20	44	45	33	20	0
MODEL/OPTION RELATED TRAINING	5	11	40	22	15	33
HELPING CHILDREN TAKE TESTS	15	22	28	33	35	22
IMPROVING THE BASIC SKILLS OR BASIC SKILLS READINESS	5	11	50	44	35	22
LEARNING ABOUT COMMERCIAL MATERIALS	20	11	45	67	5	11
INDIVIDUALIZING INSTRUCTION	5	11	50	44	35	22
LEARNING DISABILITIES	40	22	20	22	10	11
SUSPECTED CHILD ABUSE AND NEGLECT	40	22	10	11	0	0
USING TEACHER CENTER FACILITIES	35	44	25	22	25	11
SMALL GROUP INSTRUCTION	0	22	25	22	65	33
USING PARAPROFESSIONALS	5	0	40	44	40	11

TABLE 4
PRIMARY SKILLS PROGRAM

NUMBER OF TEACHERS (T) AND AIDES (A)

PREFERRING AREAS LISTED FOR FUTURE STAFF DEVELOPMENT

AREA OF STAFF DEVELOPMENT	*PREFERRED*	
	T	*A*
SOCIAL BEHAVIORS	6	4
PARENT INVOLVEMENT	6	2
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	11	6
GROWTH AND DEVELOPMENT ISSUES	7	1
CLASSROOM MANAGEMENT	4	0
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	3	1
MODEL/OPTION RELATED TRAINING	5	1
HELPING CHILDREN TAKE TESTS	6	4
IMPROVING THE BASIC SKILLS OR BASIC SKILLS READINESS	11	3
LEARNING ABOUT COMMERICAL MATERIALS	3	2
INDIVIDUALIZING INSTRUCTION	7	2
LEARNING DISABILITIES	11	4
SUSPECTED CHILD ABUSE AND NEGLECT	3	2
INTEGRATION	3	1
SMALL GROUP INSTRUCTION	2	5
USING PARAPROFESSIONALS	3	3
USING TEACHER CENTER FACILITIES	6	0

TABLE 5

PRIMARY SKILLS PROGRAM

PERCENTAGE OF TEACHERS (T) AND AIDES (A) WILLING

TO PARTICIPATE IN STAFF DEVELOPMENT AFTER SCHOOL HOURS

WITHOUT REIMBURSEMENT

AREA OF STAFF DEVLEOPMENT	*WILLING*	
	T	*A*
SOCIAL BEHAVIORS	15	0
PARENT INVOLVEMENT	10	0
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	30	11
GROWTH AND DEVELOPMENT ISSUES	0	0
COMMUNITY RESOURCES	5	0
CLASSROOM MANAGEMENT	10	0
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	10	0
MODEL/OPTION RELATED TRAINING	10	11
HELPING CHILDREN TAKE TESTS	0	11
IMPROVING THE BASIC SKILLS OR BASIC SKILLS READINESS	25	0
LEARNING ABOUT COMMERICAL MATERIALS	10	11
INDIVIDUALIZING INSTRUCTION	5	11
LEARNING DISABILITIES	25	0
SUSPECTED CHILD ABUSE AND NEGLECT	15	0
USING TEACHER CENTER FACILITIES	10	11
SMALL GROUP INSTRUCTION	0	0
USING PARAPROFESSIONALS	10	0